



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2797 North Introspect Drive, Tucson, AZ 85745

Luz Academy of Tucson, Inc

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Carmen D. Campuzano
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address : laot@luzacademy.com
 Phone Number : (520) 807-5892
 Fax Number : (520) 807-2120
 E-mail : ccampuzano@luzacademy.com

Mission

Luz Academy prepares students to excel academically at institutions of higher learning by ensuring personal, intellectual and social growth promoting a leadership vision with an international perspective in a global and technological world.

School / Academic Goals

- ü Students will continue to improve testing results on all state-mandated and programatic testing to include the Terra Nova, The Arizona Instrument To Measure Standards (AIMS), The Pima College Assessment and college entrance qualifying exams.
- ü Students will avail themselves of concurrent enrollment high school and college courses while enrolled at Luz Academy with the ultimate goal of graduating students from this high school with a community college associate degree.
- ü Students will be oriented toward a global perspective focused on a community of nations and the human bond. Cultural competence is infused throughout the curriculum to include the histories and perspectives of peoples previously marginalized.
- ü A total commitment to a school community concept will continue to be emphasized. A cooperative effort by parents, the school and the community will be nurtured to bring maximum benefit to our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 196
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 195

Instructional Programs

- ü Rigorous college preparatory course work
- ü Special Education Program (Resource)
- ü Cultural Competence curriculum
- ü Early College Program-Dual Enrollment
- ü After School Tutoring
- ü Saturday School Tutoring
- ü Off Campus College Courses
- ü Advanced Placement courses

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 48 minutes
First Day of School :	8/14/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Luz Academy has a Letter of Understanding signed by parents and students emphasizing academics and safety. The Letter of Understanding also commits parents to 40 hours of volunteer work within the school during the school year. Student academic achievement is monitored for progress and parents are informed of student status through periodic grades reports. Parent/teacher conferences are held at every grading period and whenever parents or teachers view it as necessary.

Parents

Parents are required to provide a suitable home environment for study. Parents must actively ensure that homework is accomplished. Parents are responsible to contact the school regarding absences, request for conferences, or family emergencies. Parents are asked to contribute 40 hours to school-related activities or projects. Parent participation is highly encouraged and requested.

Transportation Policy

Parents are responsible for transporting their children when feasible. To sustain enrollment, this school provides three school buses for students whose parents find transportation arrangements to be extremely difficult or impractical. Our open enrollment policy attracts students from several outlying areas of Tucson. Transportation is provided to and from school. Transportation is also available for students who remain after school for tutoring or school-related activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AAIA State Boys Basketball - 1st Place Winners- 2004,	2005
ü AAIA State Girls Basketball- 1st -2004, Runner-Up-	2005
ü U of A President's Award For Academic Achievement	2005
ü Chancellors Recognition Award - Pima Community College	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	71130	92	92	95	687	687	701	31	31	23	23	23	13	40	40	51	6	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	35465	92	92	96	689	689	702	32	32	21	23	23	13	36	36	53	9	9	13
Male	13	13	35648	93	93	94	683	683	701	31	31	24	23	23	12	46	46	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	26	26	25103	90	90	95	683	683	685	38	38	34	19	19	16	38	38	45	4	4	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	33	33	65268	92	92	98	688	688	705	27	27	19	24	24	12	42	42	54	6	6	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	27	27	22957	96	96	93	683	683	685	37	37	34	22	22	17	33	33	44	7	7	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

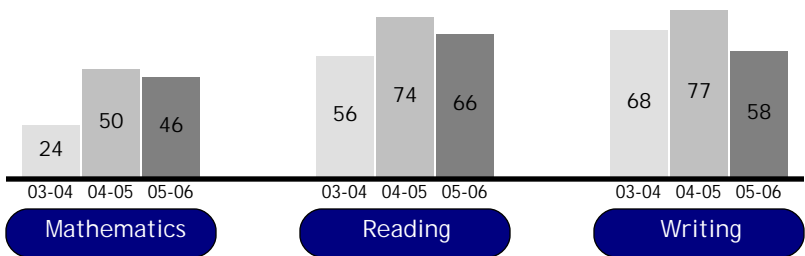
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	73018	100	100	97	689	689	703	5	5	6	29	29	23	63	63	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	36181	100	100	97	691	691	708	4	4	4	33	33	21	58	58	65	4	4	9
Male	14	14	36816	100	100	96	685	685	699	7	7	7	21	21	24	71	71	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	29	29	25801	100	100	96	681	681	683	7	7	10	34	34	34	59	59	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	36	36	65848	100	100	98	691	691	708	6	6	4	25	25	20	67	67	67	3	3	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	28	28	23912	100	100	94	683	683	681	4	4	10	39	39	36	54	54	52	4	4	2
Non-Economically Disadvantaged	10	10	49106	100	100	98	NA	NA	714	NA	NA	4	NA	NA	16	NA	NA	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	72810	100	100	96	683	683	685	NA	NA	6	42	42	30	55	55	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	36111	100	100	97	691	691	695	NA	NA	4	33	33	23	63	63	65	4	4	8
Male	14	14	36678	100	100	95	670	670	674	NA	NA	9	57	57	36	43	43	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	29	29	25735	100	100	96	680	680	669	NA	NA	10	45	45	41	55	55	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	36	36	65739	100	100	98	685	685	689	NA	NA	4	39	39	27	58	58	62	3	3	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	28	28	23814	100	100	94	679	679	667	NA	NA	10	50	50	41	46	46	47	4	4	2
Non-Economically Disadvantaged	10	10	48996	100	100	97	NA	NA	693	NA	NA	4	NA	NA	24	NA	NA	64	NA	NA	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	26	NA	42	98	41	41	51	98	39	39	52
	Language	94	26	26	42	98	38	38	50	98	37	37	50
	Mathematics	94	44	44	63	98	38	38	50	98	43	43	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Educational Goals
- Ü Positive Environment
- Ü Extracurricular and Social Activities
- Ü School Safety and Student Health
- Ü Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	1	0
4 to 6 years	2	0	0	0
7 to 9 years	4	1	0	0
10 or more years	1	0	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (3)
- Ü Science Laboratory
- Ü Library
- Ü Music Room

Extracurricular Activities

- Ü Student Council Representing All Classes
- Ü National Honor Society
- Ü Mariachi Group
- Ü Close Up Club
- Ü Extracurricular Sports Program
- Ü Folklorico
- Ü Drama
- Ü Band

Social Services

- Ü Community Referral Services
- Ü Crisis Intervention
- Ü Peer Counseling
- Ü Psychological Counseling
- Ü Grief Groups
- Ü Alternative Lifestyle Counseling
- Ü Substance Abuse Prevention
- Ü Sex Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Luz Academy is the recipient of a National Advanced Placement Grant to increase the number of Latino students enrolled in AP courses and taking AP exams. Luz Academy is also a member of NCLR's and Bill and Melinda Gate's Early College initiative.
- Ü As part of the Bill and Melinda Gate's Early College Initiative, Luz Academy participates in National workshops designed to advance the academic achievement, improve graduation rates and increase the number of Latino students persuing college degrees
- Ü Luz Academy received a Performing Plus label from the Arizona Department of Education in its Achievement Testing program.
- Ü Luz Academy is visited yearly by Charter schools from throughout the Nation. We are viewed as a model of rigorous instructional programs serving communities with high Latino populations, which infuse cultural competence.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	82	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Luz Academy has developed an Emergency Contingency plan that addresses possible scenarios relating to student issues and campus emergencies. This plan ties in all local police, fire, and medical resources that would be needed in case of emergencies. The plan also coordinates campus personnel resources and facilities to meet emergencies that might arise. This plan has been distributed to interested parties.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carmen Campuzano	(520) 807-5892
Transportation Policy	Gloria J. Valenzuela	(520) 882-6216
Community Resources	Pepe Barron	(520) 882-6216
School Nutrition Programs	Gloria J. Valenzuela	(520) 882-6216
Parent Organization	Brad Lange	(520) 807-5892
Student Health/Nurse	Dolores Arroyo	(520) 807-5892

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.